



Standard Setting Report: Radiation Therapy - Effective February 2027

Background

The mission of the American Registry of Radiologic Technologists (ARRT) is to “to promote safe, high-quality patient care through credentialing, collaboration, and advocacy.” Within ARRT’s examination program, standard setting is a formal, systematic process that links examination performance to a defensible determination of minimum competence for certification. The previous standard setting study for the Radiation Therapy (THR) examination was conducted in May 2023.

This report details a standard setting study conducted in April 16-17, 2026, for the THR examination. It describes (a) committee composition, (b) the definition of the minimally qualified candidate (MQC), (c) the standard setting methods and training provided, (d) the results from each method, and (e) the ARRT Board of Trustees’ decision and implementation plan.

The THR examination is designed to assess entry level competence. The passing standard is intended to support public protection by distinguishing candidates who have achieved the minimum required knowledge and skill from those who have not.

Panelists completed required confidentiality and conflict-of-interest attestations consistent with credentialing best practices for accreditation review.

Facilitators:

- Sage Ro, Ph.D., Senior Psychometrician at ARRT
- Brandon Loudermilk, M.A., Psychometrician at ARRT

Committee Composition

ARRT selected subject matter experts (SMEs) from the volunteer database to maximize diversity in geography, work setting, and professional experience in Radiation Therapy. When feasible, ARRT biases selection toward practitioners earlier in their career because the examination is designed to assess entry level competence. ARRT also invites the radiologist assigned by the American College of Radiology to the relevant examination committee.

For this study, eight SMEs were invited. All invited SMEs participated as panelists. The panel included seven females and one male. Seven panelists reported hospital-based practice and one reported clinic-based practice. Four panelists were experienced Radiation Therapists and four were entry level practitioners. All panelists were radiation therapists. Table 1 below summarizes demographic details.

Panel composition was reviewed to ensure appropriate representation across key practice characteristics, including experience level, work setting, and role.



Table 1. Committee Demographics

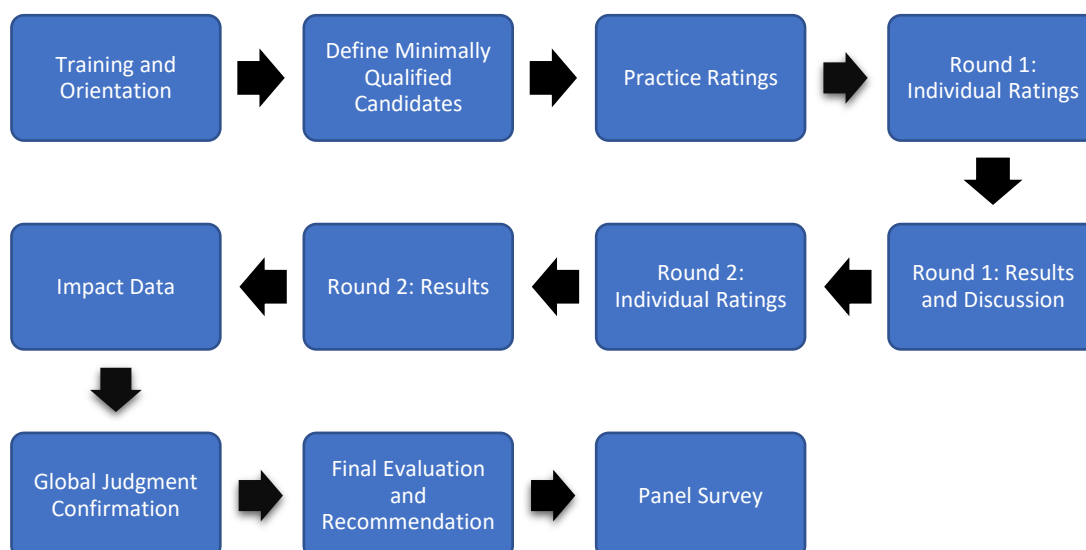
Member	Location	GENDER	INSTITUTION	EXPERIENCE	ROLE	CREDENTIALS
A	TN	F	Hospital	Experienced	Therapist	R.T.(R)(T)(ARRT)
B	NJ	F	Hospital	Entry Level	Therapist	R.T.(R)(T)(CT)(ARRT)
C	IL	M	Clinic	Experienced	Therapist	R.T.(T)(ARRT)
D	MI	F	Hospital	Experienced	Therapist	R.T.(T)(ARRT)
E	VA	F	Hospital	Experienced	Therapist	R.T.(T)(ARRT)
F	KY	F	Hospital	Entry Level	Therapist	R.T.(T)(ARRT)
G	WV	F	Hospital	Entry Level	Therapist	R.T.(R)(T)(CT)(ARRT)
H	MA	F	Hospital	Entry Level	Therapist	R.T.(T)(ARRT)

Standard Setting Process

Prior to the study, panelists were sent the examination content specifications, which describes the domain areas assessed on the THR examination. Panelists were also provided with task inventory, a list of activities performed by practicing radiation therapists, and were asked to review both materials in advance.

Figure 1 summarizes the sequence of activities used during the workshop. The process began with an overview of standard setting and training on the Modified Angoff method (Angoff, 1971). Panelists then used the content specifications and task inventory to define the minimally qualified candidate, completed practice ratings, and conducted two rounds of Angoff ratings with structured discussion and feedback. Panelists were instructed to base their judgments on the minimally qualified candidates, rather than on clearly passing (highly experienced) candidates or failing candidates. Finally, panelists completed the global judgment confirmation activity (Beuk method) to evaluate the reasonableness of the Angoff-based results. The committee may conduct up to three rounds of ratings based on their final decisions. The committee then made a final committee recommendation based on all rounds of results.

Figure 1. Procedures Followed during the Standard Setting Workshop



Minimally Qualified Candidate

Following training on the purpose of standard setting, its implications, and common sources of judgment biases, panelists developed a shared description of the minimally qualified candidate (MQC). The MQC is defined as a candidate who possesses the minimum knowledge, skills, and abilities required for safe and competent entry level practice in Radiation Therapy. This candidate represents the lower boundary of acceptable performance, demonstrating just sufficient competence to practice safely and effectively.

Panelists reviewed the THR content specifications and task inventory and discussed what MQCs can perform reliably and independently, including the minimum level of clinical reasoning and procedural knowledge expected under typical testing conditions. Although the term “entry level” refers to the stage of professional practice, the MQC represents a performance threshold rather than a typical practitioner. Standard setting judgments are therefore based on the MQC as the point at which a candidate’s performance is just sufficient to meet the requirements for certification.

Methods

The study used a modified Angoff procedure (Angoff, 1971) as the primary item-centered standard setting method on a THR examination form. Global judgment confirmation method (Beuk, 1984) was then used to contextualize and evaluate the reasonableness of the Angoff-derived standard.

Modified Angoff Procedure

Prior to operational ratings, panelists completed a structured practice activity using a set of representative items. This exercise was designed to align their understanding of the MQC definition and the application of the rating scale, and to promote consistency in subsequent judgments. Panelists were instructed to make independent judgements, focusing on the MQC rather than on typical candidates or their own expectations.

In Round 1, panelists reviewed each item and estimated the percentage of MQCs who would answer the item correctly. No performance statistics were provided during Round 1.

Before Round 2, facilitators provided structured feedback to support informed reconsideration of judgments, including summary statistics of Round 1 ratings and identification of items with higher rating variability. Where available, first-time candidate proportion correct (or p-value) information was provided as interpretive context, with training that emphasized that operational data may inform (but should not replace) MQC-based judgment.

In Round 2, panelists reviewed their initial ratings and completed a second round of independent judgments. Final Angoff results were computed by summing item-level probabilities to produce a recommended raw score cut and associated percent correct cut on the standard setting examination form.

Following completion of Round 2 ratings, impact data were presented to the panel to provide context for decision-making. Specifically, the projected pass rate associated with the panel’s recommended cut score was compared to the current operational pass rate based on recent candidate performance. This comparison allowed panelists to evaluate the practical implications of their judgments while maintaining focus on MQC expectations.



A third round of ratings was conducted after panel discussion and review of impact data. Round 3 ratings reflected final alignment of panelist judgments, with reduced variability and improved agreement across panelists.

Global Judgment Confirmation (Beuk) Procedure

Following completion of the modified Angoff procedure, panelists provided independent global judgments. These procedures (Beuk, 1984) directed panelists away from item-level judgments and toward holistic evaluation of the examination form and expected candidate outcomes and are commonly used to contextualize Angoff results.

For the Beuk method, panelists were instructed to answer two questions designed to capture global expectations. Panelists indicated (a) the percentage of items an MQC would answer correctly to pass the examination and (b) the percentage of candidates who should be expected to pass. These judgments were compared to the Angoff results to evaluate consistency and support the reasonableness of the recommended passing standard. This step was confirmatory and did not serve to adjust the cut score.

Results

Results from the standard setting study are presented below, beginning with the modified Angoff procedure and followed by global judgment confirmation method. Tables 2 through 4 summarize the outcomes of each method and supporting evaluation information.

Table 2 summarizes panelist Angoff judgments across rating rounds, including measures of central tendency, variability, inter-rater reliability, and standard error of judgment. Across three rounds of ratings, panelists demonstrated increasing consistency in their judgments. The recommended cut score stabilized at 137 out of 200 items (68.5% correct) after the third round of ratings.

Variability in panelist ratings decreased across rounds, and inter-rater reliability improved substantially (from 0.59 in Round 1 to 0.88 in Round 3), indicating strong convergence in judgments regarding MQC performance.

Round 3 ratings represent the panel's final judgments following discussion and review of impact data, reflecting alignment between expert expectations and the practical implications of the recommended standard.



Table 2. Modified Angoff Results

First Round			Second Round		
Statistic	Raw Scale	% Scale	Statistic	Raw Scale	% Scale
Mean:	143	71.3	Mean:	143	71.7
SD:	17.1	8.5	SD:	8.1	4.1
Min:	117.8	58.9	Min:	129.2	64.6
Max:	168.4	84.2	Max:	155.4	77.7
Sample SE:	6.0	3.0	Sample SE:	2.9	1.4
IRR-based SE:	10.9	5.4	IRR-based SE:	3.3	1.7
Max possible:	200	100	Max possible:	200	100
Inter-rater Reliability:	0.59		Inter-rater Reliability:	0.83	
Number of raters:	8		Number of raters:	8	

Third Round		
Statistic	Raw Scale	% Scale
Average:	137	68.5
SD:	6.2	3.1
Min:	131.1	65.55
Max:	150.6	75.3
Sample SE:	2.2	1.1
IRR-based SE:	2.2	1.1
Max possible:	200	100
Inter-rater Reliability:	0.88	
Number of raters:	8	

Note: SEJ denotes the standard error of judgment and reflects uncertainty (i.e., variability) in the panel's judgment-based standard. Inter-rater reliability (IRR) estimates describe agreement among panelists.

The projected impact of the recommended cut score (137 or 68.5% correct) was evaluated by comparing the associated pass rate (75%) to the current operational pass rate (78%) based on recent candidate performance. This comparison provided context for understanding potential changes in candidate outcomes and supported evaluation of the reasonableness and practical implications of the recommended standard.

Panelists also provided independent global judgements regarding expected candidate performance (See Table 3). Panelists' holistic judgments indicated a mean expected percent correct of 67.9% and a mean expected pass rate of 74.0%. These results were generally consistent with the Round 3 Modified Angoff outcomes and provided supporting context for evaluating the reasonableness of the recommended passing standard. Variability in panelists' global judgments, as reflected in the standard deviations, was within an acceptable range for this type of evaluation. As designed, these results were used for confirmation and did not directly determine the cut score.



Table 3. Global Judgment Confirmation (Beuk) Results

Mean cut score (percent correct)	67.9%
SD cut score	6.4%
Mean pass rate	74.0%
SD pass rate	2.8%

To evaluate the potential impact of judgment uncertainty on candidate outcomes, projected passing rates were examined across a range of cut scores defined by ± 1 and ± 2 standard errors of judgment (SEJ). Table 4 presents projected passing rates (75%) associated with the Round 3 Angoff cut score, as well as Global Judgment Confirmation (Beuk) scenarios (75%), relative to the current operational passing standard (78%).

As shown in Table 4, projected pass rates vary across methods and SEJ-adjusted cut scores, illustrating the sensitivity of candidate outcomes to modest changes in the passing standard. The table also provides a reference comparison to the current operational cut score, only supporting evaluation of continuity and potential impact.

Table 4. Panelist Cut Scores and Projected Passing Rate

Projected Cut and Passing Rate					
	Cut - 2SEJ	Cut - 1SEJ	Cut	Cut + 1SEJ	Cut + 2SEJ
Angoff Cut:	133	135	137	140	142
Pass rate:	80%	78%	75%	70%	66%
Global Judgment (Beuk)	133	135	137	140	142
Pass rate:	80%	78%	75%	70%	66%
Current Cut			135		
Pass rate:			78%		

Note: Global judgment values are presented for comparison purposes only and do not represent an alternative passing standard.

The current cut score shown in Table 1 reflects the raw score equivalent on the standard setting form required to maintain the currently approved passing standard. Although the Board approved a passing standard corresponding to 145 items correct in 2025, application of that same standard to the form used in this standard setting study results in a raw score equivalent near 135 items correct. In other words, while the underlying passing standard remains the same, the raw score required to meet that standard may change across examination forms because forms differ in difficulty and statistical characteristics.

Board of Trustees' Decision and Implementation

The ARRT Board of Trustees reviewed the results and discussed the impact of potential new standards before approving a final standard for the Radiation Therapy exam.

After review and discussion, the Board approved a new standard equivalent to 137 out of 200 items on the exam form used for this meeting. The new standard will go into effect February 2027 and remain in place until the next standard setting is scheduled to take place. ARRT staff



expect a future pass rate for first-time candidates around 75% based on the impact data provided to both the Board and standard setting committee.

References

Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.), *Educational measurement* (2nd ed, pp. 508-600). Washington, DC: American Council on Education.

Beuk, C. H. (1984). A method for reaching a compromise between absolute and relative standards in examinations. *Journal of Educational Measurement*, 21(2), 147-152.

